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## Determining the Impact of TQM Principles on Strategic Performance

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ARTICLE

**Abstract - This research attempts to determine the impact of the principles of TQM on the strategic performance of the universities. This topic is of relatively important because TQM principles prioritize strategic performance indicators for the current research sample and its contribution to enhancing the University's viability, growth and competitiveness. Based on the above, a research model was developed to determine the nature of the relationship and the impact between TQM principles and strategic performance. The data was collected through a questionnaire distributed to 32 members of Cihan University Faculties. The data was analyzed by SPSS Software V.23. The result shows the university's interest in all the principles of TQM in terms of continuous improvement, decision-making based on information, commitment of senior management, and customer focus. There is a significant correlation between the principles of TQM and strategic performance. Also, there is a significant impact between the principles of TQM and strategic performance. So the main finding of this study is the need for colleges to measure performance indicators from time to time to identify the strengths and weaknesses that exist and to know its competitive position compared to similar colleges.**

**Keywords:** Total Quality Management, Strategic Performance

### I. INTRODUCTION

TQM is a philosophy that gained the attention of a large number of leaders and managers, practitioners and academics, as one of the prevailing management philosophies because it is closely linked to the success of the organization in light of the changing competitive

environment. this study attempts to see how a clear vision of Cihan University leadership for total quality management related to performance indicators as a strategic application of the principles (TQM). This is reflected in turn strengthened the capacity of university to survive, grow and compete. The present study will analyse the nature of the relationship between the principles of total quality management and strategic performance in Cihan University and the impact of application in strategic performance. The current study has adopted a set of indicators and statistical tests with a view where a scientific approach can be adopted for the university.

### Problem Statement

The problem of this research is limited to identifying the impact of the principles of Total Quality Management on strategic performance in a sample of the faculties of Cihan University the University. The problem of research is: Does poor quality and lack of understanding of TQM impacts strategic performance?

### Importance of the Study

The importance of research examines the impact of the principles of TQM on the strategic performance of the Cihan University and its faculties, so it will provide a guide for the employees concerned with the development and improvement in the provision of educational and professional services. Colleges and colleges have a significant impact on the work environment and overall strategic performance by reviewing two research methodologies that are very contemporary (TQM) principles and strategic performance) to achieve a better understanding of and understanding of their concepts and objectives.

### Objectives of the Study:

The research aims to determine the nature of the relationship and impact between the principles of TQM and the strategic performance of the university leaders and to diagnose and

show them at the level of the research sample. The research aims to achieve the following:

1. Description of the principles of TQM and its findings for the research sample
2. Determination of the contents and theoretical and practical implications and limits of this relationship for university leaders

### Model of Study

Independent Variable		Dependent Variables
Strategic Performance	Continuous Improvement	Principles of TQM
	Focus on Customers	
	Focus on customers	
	Commitment of senior management	
	Employees integration and participation	

### Hypothesis

Hypothesis 1: There is a significant correlation between the principles of total quality management and performance in the research sample.

Hypothesis 2: There is a significant impact of the principles of TQM in strategic performance for sample search.

### Sample of Study

The research sample is 32, headed by the president of the university and his assistants, deans of the faculties, and some stakeholders involved in the decision-making process. Table 1 shows the characteristics of the sample.

## II. THORECTICAL FRAMEWORK

### A. The concept of Total Quality Management

The concept of TQM has many meanings for many researchers where for each in this field, there is a special concept and according to its location in terms of its assigned

work, quality management can be defined by many researchers and writers:

(Evans, 1997) refers to it as "a comprehensive management philosophy that means collecting tools and methods"

While (Daft, 2001: 142) sees that requires wide-scale participation at the organizational level in quality control, training, involvement and empowerment of staff.

Riley (Riley, 1993: 32) is the focus of the organization's energies includes continuous improvements of all processes and functions, and above all stages, as quality is no more than customer needs).

According to (Al-Ta'i and Abbadi, 2005), as a "philosophy based on methods of improvement," which considers the participation of all individuals involved in the production process and the decision taken.)

All researchers agree that TQM is a philosophy and management tools focused on continuous improvement in various aspects of activities and relationships within and outside the organization with the aim of achieving customer satisfaction and guarantee the organization continues Its Competitors in the Business Environment (Mohsen & Al - Najjar, 2004: 456).

### B. Principles of Total Quality Management

Quality management is a set of basic principles that have been addressed by many researchers and for the purposes of

TABLE 1: CHARACTERISTICS OF THE SAMPLE

Gender	Male	Female	Total
Number	31	1	32
Age	The majority of respondents were aged between 30 to 62 years		
Years of Service	The years of service were ranged between 5 to 25 years		
Position	President of the University – Assistants of the President of the University – Deans – Associate Deans – and Heads of Departments.		
Academic Qualification	Ph. D.		

current Research the two researchers adopted the principles that have captured the most common agreement among researchers specialized in management of total quality (Feigenbaum, 1991: 15 -16).

### 1) Focus on Customer:

(Krajewski & Ritzman, 2008) indicates that the customer is the focus on which he is based quality wheel Therefore, any activity or effectiveness must begin with the customer (knowledge of his needs and desires) and ends with it. He is the one who will acquire the product or the service and he will set it up, so his satisfaction is one of the cornerstones of permanence of organization and its success. In addition, that customer focus is the foundation and driving force behind the term quality and improvement of productivity (Thabit, 2016: 44). Thus, reflecting on the success of the organization, the organization must be a good customer audience and be responding well to their needs and desires and this requires a full understanding by the organization of the internal processes of the customer as well for their future needs (Raewf and Thabit, 2015: 65).

(Kotler, asserts, 2000: 4) assists on translating customer wishes into quality standards. This requires a measurement to exactly determine what the customer wants by studying their behaviour and translating their behaviour into how to design suitable a way for the product that satisfies and satisfies the customer at the required level, so it is necessary to mention here the concept of (Consumer Behavior and Customer Decision Stages) (Al-Fadl and Al-Tai, 2004: 332).

### 2) Employee Integration and Participation

The TQM approach requires the participation of all, on the basis that participation is the most important pillars of the success of this model but often underestimate the participation which is one of the most important elements that help (Hazier & Render, in two cases (1999: 82):

First: Increase the Possibility of Designing a better plan.  
Second: improving the efficiency of decision-making through the participation of minds.

### 3) Continuous Improvement:

The principle of continuous improvement is an important foundation of TQM philosophy of work patterns of previous are the activities adopted in FAO to increase the efficiency and effectiveness of quality processes to provide additional benefits (Iso, etc, 1996: 97).

The organization and its clients have become a continuous improvement incentive to make the employees to accomplish their work with high quality (Thabit, and Raewf, 2018: 104). As well as enable the organization to take advantage of this incentive in training staff to develop their

skills and increase their ability according to the technological development of operations and strengthen management policy in a way that strengthens every aspect of the work and can achieve Objectives. The philosophy of continuous improvement of processes and quality within the daily duties of the individuals responsible is characterized by two main objectives. (Fran,1995: 50 - 56).

### 4) Top Management Commitment

To assign senior management importance goes beyond the allocation of resources. Each organization has a set of priorities. If senior management is unable to demonstrate its long-term commitment to achieving these priorities, it will not succeed in implementing TQM. Long-Term commitment. The commitment of senior management is the starting point for TQM and its importance lies in two reasons (Griffin, 1999: 644).

### 5) Education and Training:

When the organization adopts the concept of TQM, it should provide appropriate training for all in their respective fields of specialization and to be continuously educated, as well as to require management to be encouraged increase their technical skills, and increase their professional expertise continuously, which leads to excellence who perform their functions. Education and training raise the level of their ability to perform these functions and not show us very few errors and ensure a quality free of defects (Abadi et al., 2008: 245).

### The Concept of Strategic Performance

Interest in the concept of overall performance and strategic performance, or as some researchers call it performance especially the administrative concepts that have received a high level of interest from the organizations for being is closely linked to the organization 's goal and success in the changing competitive environment (Abidi and Abadi, 2006).

Despite the importance of financial standards in measuring performance in terms of access to data, but they do not provide accurate indicators of performance on their own because they are historical and usually focus on short goals. The book of strategic management has sought to contribute in this field, both in the term (Dulaimi, 1998: 7), (). Further, strategy of performance or selection of indicators for measuring strategic performance (Khafaji, 2004: 267)

The researchers point out their differences in the concept of strategic performance between the narrow focus by emphasizing the financial objectives, to the broad framework, which attempts to accommodate the concept of the Organization as a set of objectives. The traditional ones that support ideas with economic goals, and which take (profit) as their focus and endeavor to maximize

performance in light of this concept of economic use of the resources of the organization (Al - Abd, 2006:12).

(Cokins, 2003: 65) defined strategic performance as (translating strategic plans into results and helping managers respond quickly and effectively to unexpected changes and added that it could be seen as knowledge: how the organization works overall).

Both (Glunk & Wilderom, 2000, 120) have pointed out that strategic performance is more than a performance-oriented financial performance, but a broader perspective, with non-financial performance indicators. The subject of discussion between the two tasks of strategic management is very important to include (Dawood, et al., 2015: 413):

- Operational performance that assumes operational performance metrics through market share and new product offering as well as metrics related to customer value, innovation, and scientific improvement.
- Social performance or what it is called the satisfaction of stakeholders, ie performance that takes into account the satisfaction of stakeholders from workers, processors, customers ... etc. Les is seen as an integral part of strategic performance.
- Overall performance or what some call strategic performance that balances the short- and long-term survival requirements and that strategic performance has precedence according to two indicators: the life cycle of the organization and the level of profitability (Ansoff & Medonnelg, 1990: 204).

## 6) Methods for Measuring Strategic Performance

The strategic performance metrics in the organizations were also classified into four types (Al-Saad, 2006: 7):

- Financial Ratios: The various financial ratios and the relationship between them include liquidity ratios, advantage rates, activity rates, profitability, return on investment, return on equity.
- Productivity measures: The relationship and integration between (partial productivity, factor productivity, total productivity)
- Stakeholder Stakeholders: Includes stakeholder views on the expected objectives of debtors (near and long term).
- Value Added Measures (VAS): A set of measures developed by (Hofer, 1983), which focused on

measuring growth, efficiency, and asset utilization. The following is a summary of the measures presented in table 2 below.

## III. EMPIRICAL STUDY

### Data analysis

#### 1) Describe the variables of the principles of TQM

This section describes the description of the principles of quality management principles

##### 1. Focus on the customer:

In table 3, most respondents agree that there is an interest by their colleges in the customers (beneficiaries) of their services as well as their interest in identifying their needs and their timely response. It is clear from the previous table that the highest agreement was on indicator X4, which achieved an average of 4.25 and a deviation (0.87) and the lowest coefficient of difference (20.47) and a percentage weight (85%). This means that the mean of the component is higher than the standard mean of (3). Therefore, the results indicated that there is interest by the research sample to identify the needs of the beneficiaries and try to meet them. The lowest percentage was at the level of the research sample on indicator X3, which achieved an average of 3.46 and a standard deviation of 1.26 and a difference coefficient of 36.41 percent (69.2%). The indicator indicates that the research sample has office and administrative supplies, which helps them to assist their beneficiaries on time and with high accuracy.

##### 2. Employee integration and participation:

Table (4) presents a description of the elements of the principle of employee integration and participation

Table 4 shows that most of the respondents agreed to agree that their colleges are concerned with the principle of participation of their employees. Their opinions are taken when making decisions concerning their colleges. The highest percentage of agreement was on indicator X6, which achieved this element with an average of 4.43, a standard deviation of 0.61, (86.6%). This means that the arithmetic mean of the component is higher than the standard mean of (3). Therefore, the results indicate that the research sample believes that achieving quality is a common responsibility of all employees. The lowest percentage of agreement was on indicator X7 and the index achieved this element in the mean is (2.34) and the standard deviation is (1.15) and the coefficient of difference was (49.14) and a percentage weight (46.8%). This indicates that the workers in the research sample contribute significantly to preparation of plans related to the quality of administrative, educational, and consulting services.

TABLE 2: SUMMARY OF STRATEGIC PERFORMANCE MEASURES

Financial Meast. (Ratios)	Prod. Meast.	Measures of Stakeholders		Value Added Measures	
		Stake.	Bench.	Perf. charts	Meast.
L.R.	Total Prod. <sup>1</sup>		S. growth	Growth	Value added
F.L.R.	Multi. Prod. <sup>1</sup>	Sup.	Rate of growth	Eff.	Value added
A.R.	Part. Prod. <sup>1</sup>	Fin.	ability to convince the stock market	Assets Expl.	Ratio of return on
P.R.		Staff	number of promotions		

TABLE (3) DESCRIBE THE ELEMENTS OF THE VARIABLE FOCUS ON THE CUSTOMER N = 32

Items	Repetition of Answers					Mean	Standard Deviation	Coefficient Variation	Percentage
	Tot. Agr.	Agr.	Neu.	Dis.	Tot. Dis.				
X <sub>1</sub>	10	17	3	2	0	4.09	0.85	20.7	81.8%
X <sub>2</sub>	14	10	2	5	1	3.96	1.2	30.3	79.2%
X <sub>3</sub>	8	10	5	7	2	3.46	1.26	36.41	69.2%
X <sub>4</sub>	15	12	3	2	0	4.25	0.87	20.47	85%
X <sub>5</sub>	8	13	6	5	0	3.75	1.01	26.93	74.96%
Total						3.90	1.03	26.41	77.96%

TABLE (4) DESCRIPTION OF THE ELEMENTS OF THE PRINCIPLE OF THE INTEGRATION OF WORKERS AND THEIR PARTICIPATION

Items	Repetition of Answers					Mean	Standard Deviation	Coefficient Variation	Percentage
	Tot. Agr.	Agr.	Neu.	Dis.	Tot. Dis.				
X <sub>6</sub>	15	14	2	1	0	4.43	0.61	13.76	86.6%
X <sub>7</sub>	2	5	1	18	6	2.34	1.15	49.14	46.8%
X <sub>8</sub>	1	12	5	12	2	2.93	1.07	36.51	58.6%
X <sub>9</sub>	4	8	6	11	3	2.96	1.23	41.55	58.4%
X <sub>10</sub>	6	5	8	9	4	3.03	1.33	43.89	60.6%
Total						2.73	1.07	39.19	62.2%

TABLE (5) DESCRIPTION OF ELEMENTS OF THE PRINCIPLE OF CONTINUOUS IMPROVEMENT N=32

Items	Repetition of Answers					Mean	Standard Deviation	Coefficient Variation	Percentage
	Tot. Agr.	Agr.	Neu.	Dis.	Tot. Dis.				
X <sub>11</sub>	5	15	6	6	0	3.59	0.97	27.01	71.8%
X <sub>12</sub>	5	10	7	8	2	3.25	1.19	36.61	65%
X <sub>13</sub>	5	7	9	11	0	3.18	1.09	34.27	63.6%
X <sub>14</sub>	1	6	7	16	2	2.62	0.97	37.02	52.4%
X <sub>15</sub>	3	9	6	11	3	2.93	1.18	34.72	58.6%
Total						3.11	1.08	34.72	62.28%



### 3. Continuous improvement:

Table 5 shows that the responses of the respondents indicate that there is a great interest by their colleges in continuous improvement processes, whether in terms of their educational, consultative or research processes, or the interest in modern methods. The index X11 achieved an average of 3.59 and a standard deviation of 0.97 and the lowest coefficient of 27.01 ) And a percentage weight (71.8%), which is higher than the standard mean, indicating that the research sample depends on continuous improvement in the processes of the educational system. The lowest ratio was on indicator X15, which achieved a mean of 2.93 and a standard deviation of 1.18 and a difference coefficient of 40.27 and a percentage weight of 58.4%. This means that the mean was less than the mean in applying modern techniques and techniques to achieve continuous improvement in its operations.

### 4. Senior management commitment:

Table (6) presents a description of the senior management commitment elements. Most of the responses of the respondents in the research sample agree that there is an agreement between them on the necessity of the administrative leadership commitment to the quality of the educational, consulting and research processes through its commitment to educational quality and directing others to the need for commitment to quality. The element X16 achieved an average of 3.90 and a standard deviation of 0.96, (24.61), and a percentage weight (78%). This means that the mean of the component is higher than the standard mean of (3). Therefore, the results are encouraging. In addition, support senior management. The lowest ratio was X17, which achieved an average of 2.84 and a standard deviation of 1.29 and a difference coefficient of 45.42 and a percentage weight of 56.8%, which is lower than the mean. Do not rely on scientific research methodology to detect quality problems and work to solve them.

### 5. Training and education:

Table (7) describes the elements of the training and education variable. The respondents' responses to the agreement indicate that training and education should be given importance in providing staff with new knowledge and developing their existing skills through their participation in specialized training courses both internally and externally and providing adequate support by the university leadership for such courses. The index of X25 achieved the highest mean of (4.03) and the standard deviation (0.93), the lowest coefficient of difference (23.07) and the percent weight (80.60%) indicating that the research sample seeks to stimulate the participation of its employees in the training courses and in attendance seminars and

specialized conferences. The lowest ratio was on indicator X21, which achieved an average of 2.62 and a standard deviation of 1.07 and a difference coefficient of 40.83 and a percentage weight of 52.4% indicating that the colleges used the modern methods in training their employees.

### 6. Decisions making based on facts:

Table 8 shows various percentages of the respondents' answers agree that their colleges rely on the facts when making the various decisions concerning their educational, research and consulting operations, and benefit from the information provided to them by their employees.

Where dialogue and discussion are used when deciding on the quality of their operations. The index of X28 achieved an average of 3.03 and a standard deviation of 1.20 and the smallest difference coefficient of 37.60 and a percentage weight of 60.6%) indicating that the research sample takes into consideration the recommendations of the other departments and units when making decisions regarding the quality of their operations. The lowest percentage was in the X29 index, which achieved an average of 2.75 and a standard deviation of 1.13 and a difference coefficient of 41.56 and a percentage weight of 55%. This indicates the lack of interest in market research for information required for appropriate decisions.

## 2) Description of the variables of strategic performance

In this part, we will give a description of the strategic performance in accordance with the results of the results of the questionnaire. The majority of the respondents' responses in the study sample agree with the Y1 indicator, which indicates that the sample of the research is expected to increase the enrolment of students in the coming years. This is achieved an average of 4.03 and a standard deviation of 0.93 and the lowest difference of 23.07 and a percentage weight of 80.6% The data revealed a significant indication that the research sample provides satisfactory services to the beneficiaries. The lowest percentage of agreement among the respondents in the research sample was on indicator Y5 indicating that the colleges or some of its departments have received certificates of recognition for their excellence in performance. In solving the problems experienced by the

Organizations and institutions of the community, the mean of the index was 2.43, with a standard deviation of 1.01 and a difference coefficient of 41.56 and a percentage weight of 48.6%. This is a small percentage compared with other indicators of strategic performance.

TABLE (6) DESCRIPTION OF ELEMENTS OF THE PRINCIPLE OF COMMITMENT OF SENIOR MANAGEMENT N = 32

Items	Repetition of Answers					Mean	Standard Deviation	Coefficient Variation	Percentage
	Tot. Agr.	Agr.	Neu.	Dis.	Tot. Dis.				
X <sub>16</sub>	9	15	4	4	0	3.90	0.96	24.61	78%
X <sub>17</sub>	5	6	3	15	3	2.84	1.29	45.42	56.8%
X <sub>18</sub>	2	10	9	10	1	3.09	1.02	33.0	61.8%
X <sub>19</sub>	5	11	7	7	1	3.37	1.09	32.34	67.4%
X <sub>20</sub>	4	6	9	9	2	3.03	1.12	36.96	60.6%
Total						3.24	1.09	33.64	64.9%

TABLE (7) DESCRIPTION OF THE ELEMENTS OF THE PRINCIPLE OF TRAINING AND EDUCATION N = 32

Items	Repetition of Answers					Mean	Standard Deviation	Coefficient Variation	Percentage
	Tot. Agr.	Agr.	Neu.	Dis.	Tot. Dis.				
X <sub>21</sub>	2	5	7	15	3	2.62	1.07	40.83	52.4%
X <sub>22</sub>	2	14	5	10	1	3.18	1.06	33.33	63.6%
X <sub>23</sub>	7	13	8	4	0	3.71	0.95	25.60	74.2%
X <sub>24</sub>	5	9	11	7	0	3.37	1.0	29.67	67.4%
X <sub>25</sub>	11	14	4	3	0	4.03	0.93	23.07	80.6%
Total						3.38	1.0	29.58	67.64%

TABLE (8) DESCRIPTION OF ELEMENTS OF THE PRINCIPLE OF DECISION MAKING BASED ON FACTS N = 32

Items	Repetition of Answers					Mean	Standard Deviation	Coefficient Variation	Percentage
	Tot. Agr.	Agr.	Neu.	Dis.	Tot. Dis.				
X <sub>26</sub>	2	3	5	19	3	2.43	1.01	41.09	48.6%
X <sub>27</sub>	3	9	5	12	3	2.90	1.20	41.37	58%
X <sub>28</sub>	4	9	5	12	2	3.03	1.20	37.60	60.6%
X <sub>29</sub>	3	4	11	10	4	2.75	1.13	41.56	55%
X <sub>30</sub>	1	11	9	7	4	2.93	1.10	39.54	58.6%
Total						2.80	1.12	40	56.16%

TABLE (9) DESCRIPTION OF THE STRATEGIC PERFORMANCE VARIABLE N = 32

Items	Repetition of Answers					Mean	Standard Deviation	Coefficient Variation	Percentage
	Tot. Agr.	Agr.	Neu.	Dis.	Tot. Dis.				
Y <sub>1</sub>	11	14	4	3	0	4.03	0.93	23.07	80.6%
Y <sub>2</sub>	5	11	8	17	1	3.37	1.09	32.34	67.4%
Y <sub>3</sub>	8	10	5	7	2	3.46	1.26	36.42	69.2%
Y <sub>4</sub>	1	12	5	12	2	2.93	1.07	36.52	58.6%
Y <sub>5</sub>	2	3	5	19	3	2.43	1.01	41.56	48.6%
Total						3.24	1.07	33.02	64.88%





The results of the analysis in the above table indicate the following:

The calculated F values representing the effect of the independent variable (X) on the quality management principles in the adopted variable or the dependent strategic performance (Y). They were greater than the value of the (F) tabular at 0.05 and the values of the coefficient of determination (R<sup>2</sup>) what is explained by the variables of the principles of quality management from the impact on the strategic performance.

The existence of a significant impact of the principles of quality management (57%) (45%) in strategic performance in terms of interpretation (40%) (60.4%) (54.5%) (59.5%).

By following the value of (B) and the value of (T) under B in Table (12), we note more facts and this confirms and indicates the role played by the information in the planning, implementation, control and correction of errors and others, followed by the commitment of the administrative leadership, training, Workers and that

The least influential principle in strategic performance is the principle of customer focus and this is largely consistent with the diagnosis of these principles at the macro level of

the research sample.

Based on the above, the second main assumption is confirmed, "There is a significant impact between the principles of TQM and strategic performance."

#### IV. CONCLUSION AND RECOMENDATIONS

**Conclusions:** The present research leads to the following conclusions:

1. The TQM philosophy is an appropriate administrative approach to coordinate human resource efforts in all aspects of academic and administrative work in educational organizations and thus contribute to positive changes that raise the efficiency of higher education performance.
2. The development of university leadership capabilities is an important requirement because this will enable the change in their institutions and departments to be organized and humane. By understanding the dynamics of university work, communicating with modern strategies in organizational development in higher education institutions, applying development planning and management methods, and management skills through total quality applications.

TABLE (11) THE IMPACT OF THE PRINCIPLES OF TQM ON STRATEGIC PERFORMANCE AT THE LEVEL OF THE RESEARCH SAMPLE

<i>Dependent variable</i> <i>Independent variable</i>	<i>B0</i>	<i>TQM</i>	<i>R2</i>	<i>F</i>	
		<i>B1</i>			
<i>Strategic Performance</i>	<i>0.311</i>	<i>0.836</i> <i>*(14.3)</i>	<i>67.4</i>	<i>Tabular</i>	<i>Calculated</i>
				<i>3.92</i>	<i>204.55</i>

TABLE (12) THE IMPACT OF EACH PRINCIPLE ON STRATEGIC PERFORMANCE AT THE LEVEL OF THE RESEARCH SAMPLE

<i>Dependent variable</i> <i>Independent variable</i>	<i>B0</i>	<i>TQM</i>	<i>R2</i>	<i>F</i>	
		<i>B1</i>			
<i>Focus on the customer</i>	<i>1.02</i>	<i>0.606</i> <i>*(9.1)</i>	<i>40.3%</i>	<i>3.92</i>	<i>52.80</i>
<i>Participation of working individuals</i>	<i>1.30</i>	<i>0.601</i> <i>*(7.41)</i>	<i>45%</i>	<i>3.92</i>	<i>81.05</i>
<i>Continuous improvement</i>	<i>0.09</i>	<i>0.647</i> <i>*(11.63)</i>	<i>57%</i>	<i>3.92</i>	<i>125.2</i>
<i>Commitment of the administrative leadership</i>	<i>0.73</i>	<i>0.590</i> <i>*(11.64)</i>	<i>59.5%</i>	<i>3.92</i>	<i>144.11</i>
<i>Training and education</i>	<i>1.59</i>	<i>0.682</i> <i>*(12.82)</i>	<i>54.5%</i>	<i>3.92</i>	<i>117.54</i>
<i>Making decisions based on facts</i>	<i>1.05</i>	<i>0.650</i> <i>*(12.00)</i>	<i>60.4%</i>	<i>3.92</i>	<i>150.80</i>

3. Strategic management literature indicates the need for specific criteria for strategic university performance. The boards of deans, colleges, departments, faculty and others to be the basis for measuring the performance achieved.
4. The conviction of the university leadership of the principles of TQM will contribute to enhancing the strategic performance and that the pursuit of the use of these principles in the colleges investigated for achieving the strategic performance derives its characteristics largely from these principles.
5. The University's interest in all the principles of TQM in terms of continuous improvement, decision-making based on information, commitment of senior management, and customer focus, emphasizes the university's interest in all aspects of the educational system.

#### Recommendations:

- It requires needs to develop systems to evaluate the performance of faculty members commensurate with contemporary trends in higher education, taking into account the culture of mastery, and familiarity with the scientific methods to evaluate university performance.
- Educational leaders should put the university president and his assistants and deans of the faculties and heads of scientific departments and others of the importance of the availability of awareness and interest in direct and indirect support about the future visions that the university to pursue in raising the level of performance of the faculty member. This is done through the acquisition of the cognitive and scientific skills required by the leadership, function, and to increase their ability to think creatively so that they can adapt to their work and function.
- The need for colleges to measure performance indicators from time to time to identify the strengths and weaknesses that exist and to know its competitive position compared to similar colleges.
- It requires needs to study the contents of the thought of TQM in achieving the strategic performance from this contribution and enhance the ability to create clear strategic visions to the university.
- The future research on the impact of TQM principles on strategic performance is required to indentify the methods of measuring the performance by modern management tools.

#### V. DECLARATION

Author had disclosed no conflicts of interest.

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